Vocational Development Theories

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Please answer the following questions:

1. Models—Whom do/did you admire? Why?

2. Books—What is your favorite book? Why?

3. Magazines—Which magazines do you enjoy reading? Why?

4. TV Shows—What is your favorite TV show? Why?

5. Movies—If you were stranded on an island, which videos/DVD's would you want with you? Why?

6. Leisure Activities—What do you do in your free time?, or What do you do for fun? Why?

7. School Subjects—What subjects do/did you like in school? Why? What subjects do/did you dislike in school? Why? (separate teachers from subjects)

8. Mottos—Do you have a motto (or favorite saying)?

9. Ambitions—What do/did your parents want you to do? And/or What were your ambitions when you were younger? And/or What jobs do you daydream about?

10. Decisions—Describe an important decision you have made and how you made it.

Presentation Outline

I.   Why do we have theories?
    a.   Guide our conceptualizations.
    b.   Guide our interventions. Provides the answer to the question, "Why am I doing this?"
    c.   Good theories should make us better able to help students.
    d.   The eclectic argument, "I just do what works" BUT what I mean by "works" depends on my theory.

II.   What makes a good theory?
    a.   Power to explain.
    b.   Power to predict.
    c.   Power to lead to new knowledge.

III.   Limitations of theories
    a.   Theories are only approximations of truth.
    b.   Take them with a grain of salt.
    c.   Only as good as their evidence (which is always partial).

IV.   Oldie but a Goodie—Holland's Hexagon
    a.   Positives
        i.   Useful conceptualization for both counselors and students
        ii.   Tied to personality—nature and nurture (cross-cultural support—article in American Psychologist).
        iii.   Explains vocational choice in simple terms.
        iv.   Modest predictor of job satisfaction.
        v.   Spawned hosts of interventions and new theories.
    b.   Negatives
        i.   Led to the "Test and Tell" model of vocational counseling.
        ii.   Makes gender and class distinctions more "concrete".
        iii.   Types become more powerful than values, choices, or dreams.
        iv.   Ignores many social aspects of vocational development.

V.   Gottfredsen—Compromising our Circumscriptions
    a.   Adds social development to Holland's matching model
        i.   Orientation to Power and Size (3-5)
        ii.   Orientation to Gender Roles (6-8)
        iii.   Orientation to Social Valuation (9-13)
        iv.   Orientation to Internal, Unique Self (14 and up)
        v.   Circumscription and Compromise
    b.   Positives
        i.   Addresses the issues of power, gender, and status (social factors).
        ii.   Provides a rough timeline and agenda for interventions (developmental).
        iii.   Helps counselors understand their own biases.
        iv.   Aids in understanding multicultural issues and gender issues.
        v.   Brings family influence into the picture. (neglected aspect)

    c.   Negatives
        i.   Complexity is difficult to research—mixed support.

      ii.   Changes with society—gender types have changed since 1980.

      iii. Culture is more powerful than individual.

VI. Savickas—Playing with Projections
- a. Blending Adler (Dreikurs) and Holland
  - i. From "fit" to "belongingness"
  - ii. From similarity to uniqueness
    1. Goals and means reveal more than interests
  - iii. From interest to career path (discovering the "hidden reasons" that guide the story)
  - iv. From choice to decision-making
- b. Career-style Interview
  - i. Models—Whom do/did you admire? Why? [problems and solutions]
  - ii. Books—What are your favorite books? Why? [problems and solutions]
  - iii. Magazines—Which magazines do you enjoy reading? Why? [interests and environment]
  - iv. TV Shows—What are your favorite TV shows? Why? [interests and environment]
  - v. Movies—If you were stranded on in island, which videos would you want with you? Why? [problems and solutions]
  - vi. Leisure Activities—What do you do in your free time?, or What do you do for fun? Why? [self-expression and problems/solutions]
  - vii. School Subjects—What subjects do/did you like in school? Why? What subjects do/did you dislike in school? Why? (separate teachers from subjects) [preferred work environments and work habits]
  - viii. Mottos—Do you have a motto (or favorite saying)? [life story]
  - ix. Ambitions—What do/did your parents want you to do? And/or What were your ambitions when you were younger? And/or What jobs do you daydream about? [relationship between daydreams and SDS scores].
  - x. Decisions—Describe an important decision you have made and how you made it.
- c. Positives
  - i. Goes beyond the obvious.
  - ii. Tied to personality.
  - iii. Provides "deep" explanations.
  - iv. Lots of fun.
- d. Negatives
  - i. Hard to research—unconscious.
  - ii. Impractical in many school settings.
  - iii. Relies on stereotypes.

VII. Krumboltz—Turning Things Upside Down
- a. Learning Theory of Career Counseling (LTCC)
  - i. Expand abilities and interests, don't focus on matching-up what you have.
  - ii. Assume that vocations and their tasks will change, learn to learn.
  - iii. Training should empower taking action, not focus on making decisions.
  - iv. Vocational issues are related to a number of other behaviors and cognitions.
    1. Locus of Control

        2. Career Obstacles
        3. Job Search Knowledge (How)
        4. Job Search Motivation
        5. Job Relationships

    b. Positives
        i. Don't match, don't tell—think career**s**, not career.
        ii. A process not an event.
        iii. Deals with the realities of post-modern society.
            1. Unstructured work settings
            2. Dynamic employment patterns
        iv. Focuses on learning dimensions—career information, researching skills, flexibility, "planned happenstance".
    c. Negatives
        i. Individual is more powerful than anything else.
        ii. Doesn't account for the intrapersonal complexity of vocational issues.

VIII.   What about the Future
    a. Cognitive Information Processing
        i. More specialized.
        ii. Focus on specific aspects of the process.
        iii. Strong research support.
        iv. Works well in structured educational environments and with lower functioning individuals.

    b. Work and Relationships
        i. Merging of theoretical thinking
        ii. Work and family research—rethinking the role of work in one's life.
        iii. Case examples from practice
        iv. Speaks to a comprehensive approach that addresses both social and work issues.

For information on Holland's, Gottfredson's, and, Krumboltz' theories see:
    Brooks, L. (Ed.) (1996) *Career Choice and Development* (3rd ed.).
For information on Savickas' theory see:
    Savickas, M. L. (1989). Career-style assessment and counseling. In T. Sweeney (Ed.),
    Adlerian counseling: A practical approach for a new decade (3rd ed.) (pp. 289-320).
    Muncie, IN: Accelerated Development.